Preparing Online Instructors
October, 2015

Contact Information

Instructor: Simon Ringsmuth, Kristi Dickey
Email: simon.ringsmuth@okstate.edu, kdickey@okstate.edu
Expected Response: The instructors will respond to email within two business days.
Phone: 405-744-1000
On-Campus Meetings:
    Tuesday, October 13, 11:30am-2:00pm. 105 ITLE
    Tuesday, November 3, 11:30am-2:00pm. 126 ITLE
    A catered lunch will be provided for both meetings.
Virtual Office Hours:

Day	Date	Time	Method
Wednesday	October 21	1-2pm	D2L Chat
Tuesday	October 27	10-11am	Skype
Wednesday	November 11	1-2pm	Skype
Tuesday	November 17	10-11am	D2L Chat

A Skype account is required to participate in Skype Group Calls. More information on Skype Video Calls can be found at http://www.skype.com/en/features/group-video-chat/
Add kdickeyokstate and sringsmuth to your Skype contact list
Meetings by phone, chat, or video conferencing can be arranged by appointment.

Email Communication: To ensure a prompt response to any and all email communication with your instructor, you are expected to put "POI" in your subject line as a prefix. For example, your subject line could be: POI: Question About Syllabus or POI: Going Away to Conference Next Week.

Course Information
Course Description:
The purpose of this course is to provide faculty with the knowledge and skills necessary to effectively teach in an online environment. Key areas of focus include Course Organization, Content, Activities, Interaction, Management, and Assessment.

Textbook: Ko, S. & Rossen, S. (2010) Teaching online: A practical guide. New York: Houghton Mifflin. http://goo.gl/Nfq1M. You will receive a copy of this book at the first on-campus meeting, or you can contact ITLE at 744-1000 and arrange to pick up your copy in person.

Course Goals and Objectives:
The goal of this course is to prepare instructors to create effective online instruction either through adapting a traditional course or starting from scratch. To meet this goal, this course will prepare instructors to achieve the following objectives. Participants will:

1. Participate in online learning from a student's perspective.
2. Design a syllabus and other components of an online course, applying principles and best practices of good course design.
3. Design learning activities that are appropriate and effective in an online environment.
4. Explore emerging learning technologies.

5. Participate in and facilitate online course discussions.
6. Discuss how copyright laws and intellectual property apply to online courses.
7. Evaluate online course management strategies.

Student Expectations

As with most things in life, the value you get out of this course depends greatly on the effort you put in to it. Participants in the Preparing Online Instructors program are expected to be active learners and engage with the course and fellow participants on a continual and consistent basis. Each week students will have at least one major assignment to complete which will take anywhere from 1 to 3 hours of their time. In addition to these assignments, students will be expected to participate in our online discussion board *throughout* the week. The insight gained by participating as a student is a valuable part of this course. You can expect to be challenged throughout this course, and you might find yourself struggling with new technologies as well. This is normal, and these struggles are why this class exists: to help you work through them and learn new tools and techniques to be better instructors. Engaged and active participants can expect to spend 1 to 2 hours per week reading and responding to discussion board prompts, which will benefit not only the individual participants but the class as a whole. Additionally, every assignment in this class, except for the one multiple-choice quiz, has a rubric that explains how you will be assessed. Finally, there will be two required in-campus meetings that all participants must attend.

Instructor Expectations

We, the instructors of this Preparing Online Instructors course, realize that you are all busy with many demands on your personal and professional time. Therefore, you can expect us to provide a quality learning experience that respects the many obligations you already have in your life. We will communicate often, respond quickly, and be active participants throughout the course. You can expect to see us on the discussion board throughout the week, offering our own thoughts and opinions while respecting the contributions from everyone in class. We will do whatever is in our power to assist you when needed, and we will not let any of you suffer in silence when it comes to the workload of this course. We are honored and humbled to be your instructors, and we look forward to an informative, productive, and enjoyable six weeks with you.

Course Prerequisites:
This course focuses on pedagogical design and implementation of online instruction; therefore, it is NOT a computer applications or Online Classroom (D2L) training course. To successfully complete this course, you are expected to already have a basic level of computer skills, including file management and use of Microsoft Office applications, and have a basic level of skill at using the Internet to find information and communicate. While there will be some demonstrations on how to use D2L, it is expected that you are to be familiar with the basics of how to use D2L before taking this course.

Computer Requirements:
Material in this class is designed to be platform-agnostic: any desktop or laptop computer equipped with a modern internet browser such as Chrome, Firefox, or Safari will be sufficient to fulfill the requirements of the course. We will be using Skype Group Video Calls for virtual office hours, so all class participants will need a Skype account as well. In order to get the maximum benefit from the virtual office hours, a computer equipped with a microphone and webcam is highly recommended.

Course Guide

Course Modules:
This course is organized into six weekly modules which can be accessed in the Content area of the D2L course. Each module follows a similar format, including an introduction and summary, readings, activities,

and discussion. Assignments and supplemental materials for each module will be posted on D2L. Discussions will be held using the "Discussions" tab at the top of D2L, and quizzes will be available under the "Quizzes" tab. Students can track their progress by marking items on the content tab as Completed which can serve as a valuable tool to keep track of due dates, assignments, and other elements of the course.

Course Activities:

Assignment schedule, details, and due dates will be posted in the Content area of the Online Classroom. It is the responsibility of the participant to make sure that all assignments are submitted correctly and on time, according to the assignment instructions. All assignments for a given week are due on Saturday by 5pm CST, and any assignments not submitted on time will be considered late.

<p align="center">**Student Participation**</p>

Course Discussions

Weeks 2-6 will have different discussion topics based on the readings for each week. Topics will be posted by the facilitators for each week no later than 5pm the preceding Saturday, and students will have until the following Saturday to engage in meaningful discussion about that week's topic. You may also refer to the "Four Types of Dialogue Genres in Online Discussions" on D2L for more information about the various ways to communicate online.

Role of Facilitators

In order to create an environment for thoughtful and meaningful discussion, the Facilitators are expected to post a discussion topic in the form of a question based on the readings for the upcoming week (i.e. Discussion Questions for Week 2 must be based on Chapters 9-10, and must be submitted to the Instructor by 5pm Saturday, June 14). Facilitators are to engage in the discussion along with their classmates, asking follow-up questions and probing for deeper insights based on the answers to their original questions. They are expected to be a persistent presence in the discussion throughout the week, not simply asking a question and then abandoning the discussion board.

Role of Participants

In order to generate thoughtful and meaningful discussion, Participants are expected to reply to one of the discussion topics posed by a facilitator each week. Participants must also contribute to the discussion by replying to their fellow students' posts with additional questions, thoughts, insights, personal stories, and the like. Replying to a post with simple sentences such as "Me too!" or "I totally agree!" is unacceptable, as these do not add to the discussion in any meaningful way. Participants are expected to be a persistent presence in the discussion throughout the week, not simply posting quick replies a few hours prior to 5pm on Saturdays.

Role of Instructor

In order to contribute to the learning environment of the class, the instructor will serve as a persistent presence on the discussion board throughout the week. The Instructor will offer input on various topics, push students to think deeper, and help guide the discussion in such a way that meaningful learning is taking place. The instructor is expected to be a persistent presence on the discussion board throughout the week, not merely dropping by once or twice with short replies that do not lead to meaningful discussion. However, the instructor will not interfere with the facilitator and is expected to show deference and respect to the facilitator by letting him or her be the main voice in his or her discussion topic.

Groups

Due to the size of the course, students will be separated into five groups. Groups will have their own discussion board where they are to share ideas regarding their discussion topic for which they are

responsible. Each week is required to come up with three prompts based on the upcoming week's readings. By 5pm Saturday, one member of the group responsible for the following week's discussion prompts needs to email them to the instructors for the following week. The prompts must be agreed upon by the entire group, and the group must designate an individual who will be responsible for submitting the prompts to the instructors. Then during the coming week, members of that group will take on the role of "Facilitators" who will help guide the discussion for that week.

Discussion Board Etiquette
- Make an effort to be engaged throughout the week. Posting responses on Saturday afternoon is not conducive to thought-provoking discussion.
- REFRAIN FROM USING ALL CAPS. IT IS CONSIDERED SHOUTING.
- Respect others' opinions. If you disagree with what another has said, post your thoughts in an objective, respectful manner. Do not make remarks that can be taken personally
- Reflect upon the text you have entered before posting.
- Keep the discussion within the scope of the course material.
- Communication should be grammatically correct. Adhere to correct sentence structure, grammar, and spelling conventions.
- Before you respond to a threaded message, read all the messages related to that message that have been previously posted.
- See the rubric at the end of the syllabus for details on how your participation in the discussion board will be graded.

Projects
For each module, you will complete one or more assignments that build upon the concepts presented in the reading and discussions. Details for each project will be available in its respective module, as well as how the project will be assessed.

Virtual Office Hours
The instructors will hold virtual office using Skype and D2L text chatting, and attendance in these sessions is optional. Office Hours are used primarily to introduce you to these technologies if you are unfamiliar with them, so you can get an idea of how you might utilize them in an online class. If you are already well versed in Skype and D2L text chat you might not benefit from attending the Office Hours, but we would of course appreciate you dropping by to say Hello!

On-Campus Meetings
This course contains two on-campus meetings, at the times and locations listed at the top of the syllabus. We will be discussing readings, sharing experiences, and offering perspectives on the material that will benefit everyone in class. Attendance at these on-campus sessions is crucial to your success in this class and also to building professional connections that will benefit you as you begin teaching online in your career. However, if you are unable to attend an on-campus meeting you will need to inform the instructor at least 24 hours in advance and your absence will be excused. If an emergency arises the day of an on-campus meeting and you are unable to attend, inform the instructor as quickly as possible. We realize all of you are working professionals with life outside of class, and therefore we will try to be lenient in terms of excusing absences to the on-campus meetings. However, these meetings will be extraordinarily helpful not only to your success in class, but your success as a distance learning educator. Please make it a priority to attend.

Assessments and Grading

Grading

The activities in this course will be graded on a total points system. This course does not assign letter grades but instead will assign an overall evaluation score towards Online Instructor Certification based on the following scale:

< 80% = Not Recommended

> 80-100% = Recommended

Late Work Policy

Assignments are due each week at 5pm on Saturday. Ten percentage points will be docked each day that a given assignment is turned in late, up to a maximum of two days. Late work submitted more than two days (48 hours) after the due date will not be accepted, and the student will be awarded no points for the assignment. Assignments may only be turned in once--it is your responsibility to make sure they are completed properly *before* submitting them.

Course Schedule Changes:

The instructor reserves the right to modify the syllabus or course schedule as deemed necessary. If a change is made, an email will be sent to all participants.

Academic Integrity

Academic integrity is expected in this course, just as you expect from your own students. Please familiarize yourself with the Oklahoma State University Academic Integrity Policies found at: http://academicintegrity.okstate.edu/

Disability Statement

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the Office of Student Disability Services at 315 Student Union before the end of the first week of the class. For more information about OSU Student Disability Services, please go to: http://sds.okstate.edu/content/view/17/30/

Online Classroom (D2L) Support

For help with using OSU Online Classroom (D2L) visit http://itle.okstate.edu/d2l

If you need further assistance, contact facultyd2l@okstate.edu or at 405-744-1000.

For your students, please ask them to contact helpdesk@okstate.edu or call 405-744-4357.

Rubric for Discussions

	Proficient (10 points)	Basic (7 points)	Needs Improvement (5 points)	No Credit
Facilitator	Facilitator engages with participants throughout the discussion by asking follow-up questions, encouraging debate, and helping participants make connections to the reading material and other sources. It is clear that the facilitator has made an effort to engage the participants.	Facilitator engages with participants occasionally and asks a few follow-up questions. Facilitator only makes a passing effort at engaging students, encouraging debate, and making connections to the readings and other sources.	Facilitator is mostly absent from the discussion and makes little or no effort to engage students. Very few follow-up questions are asked, and and debate is not encouraged nor are connections made to the readings or other sources.	Facilitator fails to participate in any way beyond simply posting the initial discussion question.
Participant	Participant makes a clear effort to be an active member of the discussion board by replying to a Facilitator's Discussion Question, engaging in thought-provoking dialog with other students, and making connections with the reading material and other sources. Participant is engaged throughout the week, attempts to motivate other students and advance the overall discussion.	Participant makes some effort to engage on the discussion board by replying to a Facilitator's Discussion but not much else. Participant shows some interest in engaging with other students through dialog, but frequently responds with short one-line comments such as "I agree!" or "Great idea!" that do not add much to the overall discussion.	Participant is mostly absent from the discussion and makes little or no effort to be an active learner. Participant may offer a brief answer to a Facilitator's question, but little else. Posts are short and may be off-topic or irrelevant to the discussion. Participant may post a few last-minute comments shortly before Saturday at 5pm, which are not conducive to quality online discussion.	Participant is indifferent or apathetic to the discussion and fails to engage in any substantive way. If the Participant does post, he or she writes things that are off-topic or not relevant to the discussion. Participant may also engage in behavior that is disrespectful or incendiary, and does not value the opinions of others.

Course Layout

Week	Date	Topic	Reading	Author	Assignments	Points	Check
Week 1	Oct. 11-17	Student Engagement	Lessons from a student engagement pilot study	Errey & Wood	Self-Introduction PowerPoint	5	
					Student Engagement Discussion	10	
			Creating effective student engagement in online courses	Dixson	Syllabus Quiz	10	
			A comparative analysis of student engagement, learning, and satisfaction in lecture hall and online settings	Rabe-Hemp, Wollen, & Humiston	Discussion Questions Posted	20*	
			Seven principles for good practice in undergraduate education	Chickering & Gamson	On-Campus Meeting, October 13	20	
Week 2	Oct. 18-24	Technology Tools	Teaching Online, Chapter 9	Ko & Rossen	Technology Tools (Diigo)	15	
					Discussion Board Posts	10	
Week 3	Oct. 25-31	Course Activity & Assessment	Teaching Online, Chapter 7	Ko & Rossen	Course Activity and Assessment	10	
					Discussion Board Posts	10	
Week 4	Nov. 1-7	Course Organization	Teaching Online, Chapter 6	Ko & Rossen	Course Map	10	
					Discussion Board Posts	10	
			Teaching Online, Chapter 10	Ko & Rossen	On-Campus Meeting, November 3	20	
			Students' Perceptions of Effective Teaching	Delaney, Johnson, et al.			
Week 5	Nov. 8-14	Copyright and Intellectual Property	Teaching Online, Chapter 3, 5, & 8 Teaching Online, Chapter 11, 12	Ko & Rossen Ko & Rossen	Copyright/IP Resources (Diigo)	15	
					Syllabus	10	
					Discussion Board Posts	10	
Week 6	Nov. 15-21	Reflection	Teaching Online, Chapter 11, 12	Ko & Rossen	Multimedia Reflection	25	
					Discussion Board Posts	10	
*Each group is responsible for posting one set of questions. This assignment is listed here during Week 1, but only Group 1 is responsible for the questions during the first week. Subsequent Groups are responsible for posting questions in future weeks. See syllabus for details.							